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ABSTRACT

The Department of Adult Education is a graduate education department with the primary objective of improving the effectiveness and efficiency of adult education that takes place both within and outside the context of educational institutions. Faculty, through this self-study, have recognized several needs for the future. They include: (1) more precise enroute and terminal performance statements for its students; (2) more universal representation of agencies and program areas of the field in terms of the research performed and the service projects implemented; (3) more extensive use of experimental design to test developmental strategies for the resolution of crucial problems; (4) eliminate periodic breakdown of intra-departmental communications; (5) a system for continuous collection and recording of routine descriptive data; (6) elimination of reporting that which is not used in decision making; (7) prepare for increased enrollment in upper-division graduate level; and (8) increase enrollment in one graduate course. (Author/DB)

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FLORIDA STATE UNIVERSITY
Self-Study
Southern Association of Colleges and Schools

Report # 1

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Self-Study Report of the Department of Adult Education

Prepared by: the Department of Adult Education

Abstract: The Department of Adult Education is a graduate education department with the primary objective of improving the effectiveness and efficiency of adult education that takes place both within and outside the context of educational institutions. It achieves this objective through its instructional, research and service programs.

Faculty, through this self-study, have recognized several needs for the future. They include: 1) more precise enroute and terminal performance statements for its students; 2) more universal representation of agencies and program areas of the field in terms of the research performed and the service projects implemented; 3) more extensive use of experimental design to test developmental strategies for the resolution of crucial problems; 4) eliminate periodic breakdown of intra-departmental communications; 5) a system for continuous collection and recording of routine descriptive data; 6) elimination of reporting that which is not used in decision making; 7) prepare for increased enrollment in upper-division graduate level, and 8) increase enrollment in one graduate course.

To satisfy the crucial needs identified above and others, too numerous to mention, the Department will need additional resources from both University and outside sources. Facilities are adequate. The most urgent need is for additional money from the state budget to support faculty and staff. Without implementing man power, strategies which have been conceived to satisfy the needs and problems recognized in this study will have been conceived in vain.

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INTRODUCTION

The Florida State University was the first university in the South to establish a graduate program in adult education. Professor Coolie Verner was employed in 1953 to teach courses designed primarily to serve teachers and administrators who required certification to work in the evolving programs of public school adult education. Twelve years later, in 1965, this initial effort had grown to the extent that it was recognized by the Board of Regents as a graduate program authorized to grant the Master's, Advanced Master's and Doctor's degrees in adult education. Finally, in 1966 the program was removed from the Department of Higher Education where it had been housed for three years and became a new department--the Department of Adult Education.

Most of the descriptions, conclusions and projections of this report were based on data generated after the department was established. Where accounts of current status were required, however, the time frame used was the 1970-71 academic year.

Data relevant to each major heading were carefully studied by members of the Department (faculty & students) to determine where we were, where we ought to be and what we need to get there. These three questions were used as guides to select and organize what will now be reported under each major heading.

PURPOSE AND PHILOSOPHY

The Department of Adult Education is committed to the ideal of continuing education for all in a free and open society. The notion that education terminates at any level is no longer a viable notion--if indeed it ever was. Even if we were able to predict what adults will have to know to cope in the twenty-first century, it is highly unlikely that all requisites could be squeezed into the preparatory years.

We further commit ourselves to a broad definition of education. Much education valued by society, really and ideally, takes place outside the structure of formal educational institutions. More organized learning, by far, is now taking place in factories, labor halls, conference centers (outside of Universities), churches, YMCA's, community action agencies, etc., than in schoolrooms.

The major goal of the Department of Adult Education is to enhance the effectiveness of continuing education wherever it occurs--inside or outside the framework of educational institutions.

In pursuit of this goal we have developed instructional, research and development, and service programs. The instructional program has typically consumed the largest portion of our energies, followed in order by research and development, administration and counseling, and service. During 1970-71 approximately 40 percent of the FTE's were generated by the instructional programs, 20 percent by research and development, 20 percent by administration, 10 percent by counseling and 15 percent by the service programs. Our plans for the future call for greater emphasis on research and development. By increasing the efficiency of administrative procedures and by increasing the enrollment in some courses, we intend to achieve the following distribution: Instruction - 35 percent, Research and Development - 35 percent, Administration - 10 percent, Counseling - 10 percent, Service - 15 percent.

In addition to the aforementioned quantitative change, we expect to effect some qualitative changes. The anticipated qualitative changes, by program dimension, are discussed in the paragraphs which follow.

Instructional Program

The Department of Adult Education offers courses both on and off campus. However, the off-campus part of our instruction is considered a part of our service program and will not be discussed at this point. We shall restrict our attention here to the on campus program of experiences leading to graduate degrees in adult education.

The Department offers programs leading to the Master of Arts, Master of Science, Advanced Master of Science, Doctor of Education and Doctor of Philosophy. The Master of Science and Doctor of Philosophy degrees have been the most popular.

Degree programs are designed to prepare persons for such positions as: (1) administrators of adult education in a variety of agency contexts, e.g., universities, community colleges, elementary and secondary schools, labor unions, business and industry, military services, professional associations, and voluntary organizations; (2) program specialists, e.g., community development, adult basic education, evaluation--research, and curriculum planning; (3) counselors and master teachers for university extension programs, residential centers, community action programs, evening colleges, and public schools, and (4) professors of adult education for university graduate programs.

The output of master's and doctor's degrees has gradually increased over the past five years. In 1966-67 the department graduated four persons with master's degrees and one with a doctor's degree. By 1970-71 our output had increased to 15 master's degrees and 12 doctorates. However, the 1970-71 output is judged inadequate for the future. As politicians and the lay citizenry become increasingly aware of continuing education as a means of solving crucial problems (present and future), we anticipate an explosion of adult education activity among already established agencies of adult education and anticipate the establishment of yet undiscovered institutional forms for adult education. We predict that the result will be a quadrupling of demand for both master's and doctor's degrees in adult education by 1980. We believe that the increased demand for the former can and will be largely satisfied by the sixteen new master's degree programs established in the Southeast during the past three years. We expect to assume a lion's share of the responsibility of satisfying increased demands for holders of the doctorate since we are the oldest and most widely recognized of four programs in the Southeast offering the doctorate in adult education. Our intention is to hold master's degree output steady for the next several years while increasing doctor's degree output by three to five per year. Moreover, we anticipate that about 60 percent of those who will be receiving the master's degree will be enroute to the doctorate rather than to immediate employment.

The master's and doctor's programs will now be examined in terms of student outcomes both present and planned.

Master's Degree Program

Students who graduate with a master's degree in adult education are able to:

1. Assess adult needs and interests at the community, institutional and activity levels.

2. Analyze and transform identified needs into precise instructional objectives.

3. Select and arrange effective and efficient learning experiences for adults who may vary considerably in terms of cognitive, affective and psychomotor levels at which they operate and in terms of the social status and positions they represent; e.g., from poverty striken, unemployed illiterates to affluent, professionally employed literates.

4. Secure and utilize the resources necessary to effectively implement programs.

5. Plan and implement evaluation processes in a variety of community, institutional and individual circumstances.

In the past, virtually no destinction has been made between programs of those pursuing the master's as a terminal degree and those pursuing it enroute to a doctorate. Anticipated increase in the latter type has forced the faculty to reexamine this practice. Henceforth, we plan to distinguish between the terminal and enroute master's programs. If the master's degree is to be terminal, then emphasis will be placed on developing teaching, management, programming and evaluation skills in specific operating circumstances. If the degree is to be an intermediate step, these same sub-operations will be examined with an eye toward developing skill and sensitivities commensurate with the tasks of identifying and conceptualizing problems for research, designing research, and developing means of collecting data and analyzing data.

Doctor's Degree Program

Students who graduate with a doctor's degree in adult education are able to:

1. Resolve inter-agency and intra-agency conflict.

2. Secure and blend the most effective and efficient resources to achieve a given set of goals.

3. Prevent or resolve interpersonal problems of staff.

4. Secure acceptance of programs by significant others and by clientele.

5. Collect and process the kind of information requisite to making effective administrative decisions.

6. Sense problems in their infancy, identify causal inputs, and make necessary input adjustments.

7. Display the capabilities enumerated for the master's degree holder.

As the faculty reexamined its objectives for students seeking doctorates, questions were raised concerning the degree to which the capabilities explicit in the objectives

were really those which would adequately prepare top level adult educators to cope with problems both current and future. The consensus was negative. It was agreed that present capability statements reflected traditional tasks and functions performed by dominant and well established agencies. Moreover, it was agreed that many traditional tasks and the agencies which perform them may be dysfunctional in the future--if indeed, they are not already dysfunctional. In short, this led us to the recommendation that new emphasis be placed on developing those capabilities required to reality test traditional functions and change those which have become irrelevant to the needs and problems that plague adults. Of equal importance was the decision to emphasize the ability to conceptualize and operationalize new institutional forms that will quickly respond to social needs and circumstances as they emerge.

The concerns expressed above reached fruition with a new set of objectives for students pursuing the doctorate. The graduate of the future will be able to:

1. Assist organizations of all types to reformulate objectives and procedures.

2. Keenly sense social and individual problems.

3. Utilize resources of the entire community in the conduct of programs to satisfy needs of all in the community.

4. Coordinate efforts of various agencies in the community.

5. Reduce polarization between groups of people; i.e., young vs. old; left vs. right; poor vs. rich; black vs. white; and conservationists vs. polluters.

6. Help a community identify causes of its dysfunctional behavior.

7. Conceptualize institutional forms that will make the learning process a more powerful force in enabling man to cope with his environment and himself.

8. Help state and national institutions shape their policies and political procedures to the end that a greater portion of our financial resources are allocated to continuing education.

9. Design and conduct research which is anchored in real problems of the practitioner yet will utilize concepts from the field of adult education and related disciplines.

Research and Development Program

The research and development program of the Department includes both faculty generated and student generated activity. The two types are discussed separately below. At times the two overlap e.g., when a student who has researched an aspect of a professor-generated project.

Faculty Generated Research and Development Projects

The following titles represent major faculty research and development efforts since establishment of the Department. Excluded are efforts of the faculty to assist students in the research they generate.

1. "The Effectiveness of Institutes on Adult Education for the Aged."

2. "The Effectiveness of a Federally Funded Southern Region Education Board Project to establish ABE Master's Degree Programs at Universities in the Southeast."

3. "Factors Associated with Student Achievement and Teacher Effectiveness in the ABE Programs of Three States."

4. "The Effectiveness of National and Regional Institutes Designed to Train Teachers and Administrators of ABE."

5. "A National Survey of Obstacles to Effective and Efficient Use of Human, Physical and Financial Resources in ABE."

6. "A State Survey and Literature Search to Identify Crucial Problems of the ABE Teacher."

7. "A Sociological Survey of Undereducated Adults in Florida."

8. "Factors Associated with Motivation to Learn, Enrollment and Dropout in ABE."

9. "Analysis of Adult Education Technology with Special Emphasis on Methods and Techniques."

10. "Development of a Typology for Continuing Education Residential Centers."

11. "Research to Practice in Adult Basic Education: An Effort to relate the Findings of Research to Ten Crucial Problems of the Field."

12. "The Development and Testing of a Simulation Gaming Device to Teach Program Development and Evaluation in Adult Education."

13. "The Diffusion of an Innovative Method Model into the Course Content of an Undergraduate Social Welfare Curriculum."

14. "Some Comparative Profiles of Undergraduate Social Work Educators."

15. "An Exploratory Study of Non-Continuing Members of a Professional Association."

16. "The Adult Education Role of Florida's Businesses and Industries."

17. "Evaluation of an Adult Education Association Conference."

18. "The Effectiveness of Title I Programs in the Colleges and Universities of Florida."

19. "Vocational Counseling Concepts Development and a New Career Field: A Computer-Managed Instruction Course for Disadvantaged Parents."

20. "Development of a Model for Preparing Scientifically Competent Practitioners in the Social Sciences."

21. "Development of a Learning Resources Counseling Center."

22. "Institutional Settings as Learning Environments."

23. "Development of a Graduate Seminar to Prepare Self-Directed Learners."

When the Faculty studied the distribution of its efforts, the following disclosures were made:

1. The program oriented research that is done is almost exclusively Adult Basic Education. Ten of the twelve projects having a program area orientation were ABE oriented projects. The only other areas represented were "Education for the Aged" and "Adult Education in Industry."

2. The most frequent phenomenon studied is program effectiveness. Fourteen of the 23 projects focused on this variable. Four projects were concerned with administration, three with teaching, one with participation and drop-out and one with counseling.

3. Our research effort is primarily national in scope. Approximately half of the projects were concerned with national populations and problems. The remainder were either regional, state or local in scope.

4. Our research tends to be descriptive, developmental or evaluative rather than analytical or experimental. Approximately half of the projects were status or evaluative studies. The remainder were labeled either developmental, relational, or experimental.

The inequitable distributionsobviated above can be largely explained by funding patterns, not by intent and interest of the faculty. We are not satisfied with the distributions. Plans are to broaden our program area base and make more frequent use of experimental design.

Student Generated Research

The following are titles of dissertations and theses that have been written by students in the Department:

A. Doctoral Dissertations

1. "A Study of the Relationships Between Alienation and Educational Progression of Adult Basic Education Participants."

2. "Adult Education in Mexico (1920-1924): A Derivation of Principles and Philosophy Underlying An Effective Educational Program for the Masses."

3. "The Relationship Between Teacher Prophesy and Teacher Verbal Behavior and Their Effect Upon Adult Student Achievement."

4. "The Identification and Investigation of the Relationship Between Selected Teacher Characteristics and Teaching Effectiveness in Community Service Courses at the Junior College Level."

5. "A Description and Analysis of the Concept of the Participation of the Poor in a Southern Rural Community Action Program."

6. "A Comparative Analysis of Selected Program Planning Procedures for Adult Educational Activities as Perceived by Adult Educators and Urban Planners."

7. "Relationships of Selected Factors Affecting Adult Basic Education Teacher's and the Diffusion of an Educational Innovation."

8. "The Relationship Between Cognitive Dissonance and Terminal Value System Change in Adults."

9. "An Inquiry into Administrative Leadership in the Cooperative Extension Service."

10. "Selective Personal and Environmental Factors Influencing Conformity or Non-Conformity to Organizational Norms in the Virginia Cooperative Extension Services."

11. "The Effects of Short-term Tasks and Financial Incentive on the Educational Achievement of Young Prison Inmates."

12. "The Identification of Educational Needs and Factors Related to Participation in Continuing Education Among Florida City Managers."

13. "An Analysis of Eye Movements of Adults at Three Levels of Reading Ability When Decoding Isolated Unfamiliar Words."

14. "A Dialect Survey of the Appalachian Region."

15. "An Investigation of the Relative Effectiveness of Two Methods of Instruction, Including Computer Assisted Instruction, As Techniques for Changing the Parental Attitudes of Negro Adults."

16. "An Analysis of the Denotations of 'Program' as Employed in Ordinary Language and Adult Education Discourse, with a Typology of Program Based on the Denotations."

17. "Formalization in the Community Services Program of Selected Community Junior Colleges."

18. "The Development and Utilization of a Simulation - Gaming Device Designed to Instruct Leaders of Adult Education in the Program Development Processes at the Community, Agency and Activity Levels."

19. "Description and Analysis of Selected Characteristics of Participants in Adult Basic Education in Hillsborough County Florida."

20. "The Influence of Selected Factors on the North Carolina County Extension Workers' Definitions of the Role of Cooperative Extension."

21. "Adult Literacy Responses to Comic Strip Naratives Among Inmates of a Correctional Institution."

22. "A Model of University Extension Organizations."

23. "An Historical Study of the Extension Activities of the California State Library System."

24. "An Investigation of the Relationship of Selected Factors to Attitudes of Individuals in a Natural Resources Oriented Environment Regarding the Community as a Place for Personal Growth and Development."

25. "An Evaluation of the Relative Effectiveness of Extension Work Under Two Different Systems of Personnel Assignment in Selected Indiana Counties."

26. "A Study of the Types of Adult Education Existing in the Confederate States of America."

27. "The Relationship Between Sociability and Type and Rate of Interaction."

28. "The Relationship Bwtween Extent of Educative Behavior by Industrial Employees in Florida and their Attitudes Toward Continuing Education."

29. "The Relationship of Selected Personality Needs to Participation, Drop-Out, and Achievement Among Adult Teachers."

30. "An Analysis of the Concept Development With Special Reference to Uses Found In Ordinary Language, Adult Education and in Research."

31. "The Relationship Between Achievement of Adult Students and Various Structured Classroom Situations."

32. "The Relationship Between Age and Information Processing Capacity and Age and Channel Capacity of Adults."

33. "Factors Related to the Participation of Selected Young Adult Males in Continuing Education."

34. "Civil Defense Adult Education: A Case Study of an Experimental Pilot Program in Florida."

35. "A Study of Classroom Factors Related to Drop-Outs in Adult Education."

36. "Factors Influencing Perceptions of the Ideal Adult Vocational Education Program for Public Secondary Schools."

37. "Factors Related to the Effectiveness of Teachers of Short-term Adult Vocational Courses."

38. "The Development of General Adult Education in Florida Under the Minimum Foundations Program."

39. "Analysis of Research on Selected Aspects of Evaluation in Adult Education."

40. "Factors Related to Participation in Continuing Education Among A Selected Group of Graduate Engineers."

41. "Relationship Between Conforming Judgement and Employee Rank and Between Conforming Judgement and Dogmatism in an Employment Group."

42. "The Role of the Public Library in Retraining People Displaced By Technological Change."

B. Advanced Master's Thesis

1. "Statewide Evaluation of Adult Basic Education in Alabama."

C. Masters' Theses

1. "Adult Education In Thailand."

2. "The Relationship of Group Structure, Task Performance and Leadership Recognition Among Adult Basic Education Participants."

3. "The Relationship of Teacher and Student Values, Attitudes and Perceptions of Student Problems to Achievement Among Adult Basic Education Students."

4. "Educational Activities Carried On In

Florida's Businesses and Industries: Present Scope and Anticipated Change."

Study of the dissertation titles recorded above revealed distributions which resemble, in many respects, those exhibited by faculty generated research.

1. The predominant agency bases for research are either public school or community action agencies. Forty percent of all dissertations focused on these two agency types. The majority reflected the ABE function of these two agency types. Other agencies represented were cooperative or university extension - 19 percent, government or business - 10 percent, general - 17 percent, correctional institution - 5 percent, library - 5 percent, and community college - 5 percent.

2. The most frequent phenomena studied are programs, student achievement and participation. Twenty-six percent of the dissertations were concerned with describing and analyzing the evolution of programs. The next most frequently studied phenomenon was student achievement - 21 percent, followed in order by participation and drop-out - 17 percent, attitudes and values - 12 percent, administration and program planning - 12 percent, teacher effectiveness - 7 percent, and techniques - 5 percent.

3. Empirical studies are by far the most common. Eighty-one percent of all dissertations were empirical in nature. Only about 14 percent of these were experimentally designed, however. The remaining studies were either historical - 12 percent, conceptual analyses - 5 percent or developmental - 3 percent.

What is of greatest concern to the faculty at present is the under representations of the community college context, the administrative and program planning functions, and the developmental--experimental methodology. All three of these elements represent crucial needs, the satisfaction of which is consistent with our chosen mission. The community college is, we feel, destined to become one of the most significant bases for adult education. As for the administrative and program planning functions, they will continue to specify in large part the roles our students assume upon graduation. The operational nature of our field, coupled with its infancy, suggests the importance of developing and testing new strategies to solve old and emerging problems. It is our plan to encourage greater representation of these three elements in the future.

Service Program

The service program of the Department of Adult Education involves a variety of public and private organizations at international, national, regional, state and local levels having a central or specific concern for adult education and representing a specific audience or clientele in our adult society.

The following table reflects the quantity and quality of our service efforts since inception of the Department.

SERVICES TO OUTSIDE AGENCIES AND GROUPS

Name or type of agency	Nature of Services	% of Faculty Outcome
International Agencies		5%
Agency for International Development	Design special program for preparation of Brazilian adult literacy specialists	2.0%
Asia Foundation	Design and implement program for preparation of adult educators in Asia--at undergraduate level	1.0
Inter-American Federation on Adult Education	Assist in the creation and design of this newly created organization	1.0
International University Adult Education Association	Participate in program development and cooperative research design activities	0.5
UNESCO International Center for Adult Literacy Methods	Identify and provide research findings pertinent to the resolution of world-wide literacy problems	0.5

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Name or type of agency	Nature of Services	% of Faculty Outcome	
National Agencies	Leadership development, evaluation survey research, technical assistance, editorial assistance, program management		45%
(Governmental) U. S Office of Education	Conduct National Leadership Development Institute in Adult Basic Education	9%	
	Survey university and college capabilities in adult education in southeast region	1	15
	Establish Research Information Processing Center at FSU to solve critical problems in the field	10	
	Serve on National Task Forces and advisory Committees to the Divisions of Vocational, Technical and Adult Education, Higher Education, Research and Personnel Services	3	
	Project review panels for career opportunities program. Provide consultant services for career opportunities program	2	
Department of Labor	Assist in identification of professional training needs in manpower development programs. Assist in conducting national workshop to prepare consultants for program assistance in adult basic education	0.5	

Name or type of agency	Nature of Services	% of Faculty Outcome
Department of State	Contribute to National Policy Conferences to improve information dissemination systems to the American public	0.5
Federal Correctional Institution	Design and monitor teaching internship program in correctional education and in-service training for staff. Conduct research into motivation of inmates to learn	
Office of Economic Opportunity	Provide evaluative services to adult migrant education programs and technical assistance to ongoing programs in southern region	1
ERIC--Adult Education	Assist in identification of materials, policy formation and in structure of classification systems	1
(Professional Associations)		
Adult Education Assn. of the USA	Provide national leadership by serving on various committees, councils and special interest sections, by fulfilling the Office of President of that organization, and by serving as associate editors of journals	9

(continued on next page)

Name or type of agency	Nature of Services	% of Faculty Outcome
	Services include strengthen financial base, clarify philosophy, develop leadership, provide community development orientation, and improve the quality of literature in professional journals	
National Association of Public Continuing Adult Education	Provide national direction and leadership via service on Executive Committee, Professional Development Committee, Publications Committee, etc.	4
Association of University Evening Colleges, National University Extension Assn., and National Education Association	Activities similar to above. Also serving as book review editor of University Extension Journal	2
(Private Institutions) R & D and Educational Consulting Organizations	Provide staff training, field assistance in Adult Basic Education problem areas, develop literacy instructional materials, organize national skill banks, and program evaluation	2

Name or type of agency	Nature of Services	% of Faculty Outcome	
Regional Agencies			3%
Southern Regional Education Board	Assist in designing and evaluating regional program to develop college capabilities in training teachers for adult basic education	2%	
Missouri Valley Adult Education Association and Mountain Plains Adult Education Association	Activities similar to services rendered to national associations of adult education	1	
State Agencies			37%
State Department of Education	Design and monitor graduate administrative internship in adult education, serve on area adult school accreditation teams, conduct statewide teacher training institutes in adult basic education, provide consultant services to Division of Adult Education, develop teacher training materials fori n-service training, conduct surveys to identify crucial problems in adult basic education and to identify teacher training needs, teach graduate extension classes in all regions of the state and design a home study graduate course in AE	18	

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Name or type of agency	Nature of Services	% of Faculty Outcome
State Department of Corrections	Research to develop model for correctional education, conduct workshops and institutes for in-service training of correctional educators, design research to improve the continuing education of correctional personnel	3%
Florida Board of Regents	Serve on review panel for Title I of Higher Education Act, develop criteria for evaluating continuing education programs, design and monitor administrative internship in university continuing education, design and conduct 3 week workshops to improve quality of correctional education and one week workshop to improve educational programs for older adults	5
Florida Commission on Aging	Design and implement programs to coordinate efforts of public and private agencies in meeting educational needs of the aging (in-service training)	3
Florida Adult Education Association	Services rendered similar to those previously reported for National Associations	1

Name or type of agency	Nature of Services		% of Faculty Outcome
Other State Colleges and Universities	Develop plans and proposals to initiate new graduate programs in adult education, consultation on faculty development and in-service training activities, technical assistance on research design and graduate curricula and serve as guest lecturer and visiting faculty (1970 services provided to FAMU, USF, and FAU in Florida and to USDA graduate school, George Washington University, Tuskegee Institute, University of Arizona, Colorado State University, North Carolina State University and more than a dozen smaller predominately black colleges	7%	
			10%
Local Agencies			
Local School Districts	Technical assistance and consultative services in relation to adult school accreditation, in-service training, federal funding opportunities, etc.	5	
Other agencies (medical societies, bar associations, trade unions, etc.	Technical and program assistance in designing continuing education programs for staff development	5	
	TOTAL		100%

As indicated above our public service outcomes are presently estimated at 5 percent in international, 45 percent in national, 3 percent in regional, and 37 percent in state and 10 percent in local level activities.

As departmental activities point more toward the affairs of theory building and basic research along with concentration on the production of doctorates for positions at national and international levels, it is estimated that our proportion of efforts will increase in the international and national domains and decrease at the state and local levels. By 1977 our efforts may well be 20 percent international, 60 percent national, 15 percent state and 5 percent local.

The justification for change in this direction is based upon the belief that other universities will, by that time, have developed the required capabilities to satisfy many of the state and local needs now being fulfilled by FSU, and that our own leadership position will push us even more into the national and international spheres.

IMAGE OF DEPARTMENT

Images generate from three sources: from within a department, from other departments and divisions of the university, and from professional organizations and individuals outside the university.

Self Image

The faculty of the Department of Adult Education obviously would like to be regarded as excellent in reference to all three of its major functions--instruction, research and service. The Department does have its priorities, however. Instruction is first and foremost. It is the preparation of competent leadership for the field which specifies our most important function. Secondly, we see ourselves as contributors to a body of knowledge about adult education through our research and the research of our students. Third in order of importance is our image as a server of international, national, state and local leadership groups operating on the front lines of adult education.

Intra-University Image

A recent survey of administrators, faculty members and students was made to ascertain impressions of the instructional and research activities of each department in the University. Only those who were sufficiently knowledgeable concerning the activities of a given department were asked to deliver their evaluations. On a four point scale (1=poor, 2=fair, 3=good and 4=excellent), the Department's graduate instruction received an average rating of 2.87 and its research received an average rating of 2.68.

While the order of ratings (instruction over research) is consistent with our own image, the level of each rating is less than we desire. Values of 2.87 and 2.68 place us with the average of all departments. We'd like to be regarded as above average, with at least a 3.0 or "good" rating. It is anticipated that some of the plans identified under the purpose and philosophy section of this report will move us in this direction.

National Professional Image

On the basis of direct and indirect feedback from the field we must conclude that the Department of Adult Education is regarded as having one of the two or three leading graduate programs in the country. We are one of the largest in terms of graduates per year; the faculty is among the most respected; our graduates are repeatedly sought to fill significant leadership positions, and we are among the leaders in securing federal and state contracts.

We make a habit of asking our students why they decided to come to Florida State University. More frequently than not they report hearing from various sources that Florida State University has the best graduate program of adult education in the country.

Faculty members have been chosen to fill all sorts of national leadership positions. Positions include: President of the Adult Education Association of the U.S.A., Chairman of the Commission of Professors of Adult Education, Chairman of the Commission on Research of AEA of the U.S.A., Book Review Editor of the University Extension Journal, Associate Editor of Adult Leadership, etc. In addition, the faculty has been asked to consult with and/or advise the United States Office of Education, Labor Department, Office of Economic Opportunity, other universities, state departments of education and a host of private and publicly funded projects operating at the national, regional, state and local levels. Finally, faculty members have been sought for employment through the years by practically every major university operating a graduate program in adult education, including Ohio

State University, Michigan State University, University of Michigan, University of Georgia, University of British Columbia, University of Toronto, University of Indiana, University of Wisconsin, Colorado State University, and others.

Over the past several years the largest single portion of our graduates have assummed professorial positions in other universities. In the past three years, 15 of our graduates have become professors of adult education--the largest share were employed to initiate new graduage programs in universities of the Southeast. This, we feel, speaks well for our image.

Finally, the Department has been a leader in securing outside money for worthwhile service and research projects. During the 1970-71 academic year the Department was granted outside funds in excess of $300,000.00. For such a relatively small department we feel this is evidence of a high regard for our faculty and its programs.

We are generally pleased with the image we have projected nationally. Our efforts will be directed toward maintaining this image at its present high level.

HUMAN RESOURCES

Most of what will be discussed in this section is based upon human resources available to the Department during the 1970-71 academic year. Each type of human resource will be dealth with separately.

Faculty

During the 1970-71 academic year the departmental faculty consisted of two full-time professors, two associate professors, and three instructructors. The four professorial positions were line items while the three instructors were supported by outside contracts. The first of four professorial positions was established in 1962, the second in 1963, third in 1965 and the last in 1966. There has been absolutely no professorial turnover--those who originally filled the four positions are those who fill them today. The age range of professors is limited. Two are 40, one is 45 and one is 47. Three received their doctorates from University of Wisconsin and one received his doctorate from the University of Chicago. The associate professor bi-weekly salaries range from $687.10 to $758.90, while the full professor salaries range from $820.50 to $933.30.

All faculty members are involved in both teaching and research. In addition, each professor and one of the instructors share the administrative load with the Department Head.

The permanent faculty exibit a wide range of capabilities and interests. George Aker, Department Head, is particularly adept at maintaining productive contacts with state and national organizations and groups. It is to his efforts we attribute a large part of our success in securing outside monies. Aker is regarded by his colleagues as an authority in adult learning and more particularly in learning among the under-educated.

Roy Ingham keeps the Department actively involved with other divisions of the University and with issues that plague the University generally. His particular academic capability rests in the area of administration of adult education programs.

Irwin Jahns handles recruitment for the Department. With a background in sociology, he is particularly interested in community change and in the role of adult education in bringing about such change.

Wayne Schroeder, Associate Department Head, handles numerous internal matters for the Department. His primary academic interests are found in the areas of program development and evaluation in adult education.

In order to fulfill the aforementioned intent to improve our research image and, at the same time, overcome an existing skewness among faculty in reference to age and rank, we hope to effect the addition of an assistant professor who possesses basic research capabilities and interests. Additionally, it is hoped that we can soon overcome the disperity between the salaries of our faculty and the median salaries of other faculty in the University with equal rank and tenure.

Graduate Assistants

During the 1970-71 academic year the Department employed 23 student assistants. Three of these assistants were supported by state money while 20 were supported by outside contracts and grants. Two were used primarily as teaching assistants and the remainder were involved largely in research.

If professors of the Department are to continue to involve themselves extensively in outside services, e.g., journal editorships, national offices, etc., and at the same time expand and deepen their research efforts, then they

must each be assured of at least one assistant. Required would be at least four "hard-money" assistantship positions each year.

We cannot continue to rely on outside money to furnish needed assistants and to furnish the where-with-all to recruit capable students. This is particularly true if we wish to be true to our intent to more evenly distribute our program concerns. The availability of outside money changes from year to year as do the special interests behind such money. In the past, our need for money has forced us to yield to special interests; this explains today why adult basic education is grossly over represented among our concerns.

Also, the rate at which state supported assistantship positions are supported has not increased over the past several years in spite of a sharp increase in tuition costs and general cost of living. The typical half-time assistant is still paid only $2,000.00 to $3,000.00 per academic year. It is difficult, if not impossible, to compete for talent while locked into this low stipend level. In our judgement, the minimum stipend should be $4,000.00.

Staff

During 1970-71, we employed four secretarial staff members--a Clerk Typist III, Secretary III, and two Staff Assistant I's. All but the Secretary III were supported by outside contracts and grants.

The Secretary III handled appointments, routine correspondence, manuscript typing, etc. for the two associate professors of the Department. One of the Staff Assistants was assigned to the Department Head. She was responsible for the Department Head's itinerary, correspondence and report typing in addition to monitoring financial records, supervising other staff and assistants and filling out appointment papers. The remaining Staff Assistant I and the Clerk Typist III were assigned to perform secretarial duties for a professor and three instructors. In addition, they performed research retrieval and screening tasks and technical typing and proofing in connection with a federally funded project.

Although the faculty and its activity have increased sharply since 1965, state support for staff has not. We have managed to survive under these conditions by partially subverting the efforts of externally funded staff members. The ethics of this can be questioned to say nothing of its fragmenting effect on an otherwise integrated, internally directed program. Staff and faculty morale is also affected by this behavior. Under such conditions, it is at times difficult to discern who is responsible to whom and, more importantly, to what.

We very strongly feel that a department as active as ours should, in the next year, be allocated an additional state budget item for a Staff Assistant I. We would then have two "hard" staff positions--a Staff Assistant I and a Secretary III.

Students

Student enrollment in our Graduate Program has doubled since 1966. In the fall of 1970 we enrolled 67 doctoral students, 20 master's students and one post-doctoral student. During the same time period our graduate output more than tripled--from 5 graduates in 1966-67 to 27 graduates in 1970-71. In addition to quantitative alterations, we are also proud to acknowledge certain qualitative changes. There is evidence to suggest that our program is increasingly attracting the younger more academically capable student. The median age of our students has been going down while grades achieved have been going up. Also, we have been unusually successful in recruiting capable young black students. In 1966, we had no black students. In 1972, we have seven black students enrolled on a full-time basis. Finally, our program has become increasingly international in terms of its student body. One foreign student was enrolled in 1966, whereas in 1970-71 we had enrolled 10--from Iran, France, Egypt, Pakistan, India, Korea, Brazil and Columbia.

We project little or no increase in the enrollment of master's level students. However, we expect that by 1977 our doctoral student enrollment will increase to approximately 100. By then we should be graduating from 35 to 40 doctorates per year. Such an increase will require the addition of at least one more full-time faculty member. The average professor right now serves as major professor for approximately 22 students. When one considers that the majortiy of these advisees are upper level graduate students who require a disproportionate share of faculty time, 22 must be adjudged an overload. To keep the overload from getting even worse, we must soon employ another faculty member who is particularly adept at research design and methodology.

Our admission practices are much like those of any other department. We look for evidence of a commitment to the profession of adult education. In addition, we require either a "B" average or better during the last two years of undergraduate school or a combined score of 1000 on the Graduate Record Examination. Finally, we give attention to the age, race and experiential distributions of our student body. We have been (and quite successfully) working toward attracting the young and black students who represent various program and agency bases of the field. We intend to continue to do so.

Alumni

The Department tries to keep in touch with its graduates via a monthly newsletter, periodic questionnaires, and professional correspondence. Just last year a questionnaire was mailed to all graduates to ascertain the degree to which their graduate education prepared them to fulfill the tasks they were performing.

Although the Department does not operate a placement service as such, individual faculty do consider themselves obliged to assist graduates in finding appropriate employment. The rather informal process which has emerged has obviously been successful, for all graduates have been routinely placed in relatively high level positions. Of the 16 doctoral students who left the program in 1970-71 (12 with degrees), 5 became professors of adult education; 6, became administrators of university extension systems; 2 became research and development specialists; 1 became a state administrator of adult basic education; 1 became a director of adult education for a correctional system, and 1 became a resource development specialist.

We see no substantial problems associated with placement and follow-up of graduates. We shall continue to perform the service as long as faculty and staff resources are available. The service is an important one--it promotes good will which, in turn, has national image and student recruitment payoffs.

Interaction and General Department Morale

The level of interaction and general departmental morale is adjudged to be only fair. Our diagnosis is not a simple one. Faculty members, busy in securing outside grants; then striving to honor grant commitments, sometimes find it difficult to give the student the time he deserves, obviously upsetting the student. Operating under a number of di erent budgets, each with its own deadline and urgency, frequently necessitates shuffling of staff work loads and responsibilities. This often frustrates staff and angers the faculty. Faculty members frequently spend considerable time in furnishing information and writing reports, only to find that such information is not used by the administration to make decisions. This upsets the faculty and the department head. In spite of increased faculty performance and workload, salaries relative to the cost of living continue to shrink. This causes the individual to question his own worth, the worth of the program or both.

There is little hope for improvement in this realm until the University assumes a greater financial responsibility for the operation of its Graduate Program in Adult Education.

FINANCIAL RESOURCES AND MANAGEMENT

The state budget for the department, with minor exceptions, was modestly increased each year from 1966-67 to 1969-70 across all budget items. In 1970-71, however, there was a reduction which suddenly thrust us into a financial position which approximated the 1968 level. This would have been disasterous had we not had at our disposal $318,394.00 of outside money. State allocations, by years, have been: 1966-67--$48,395.59; 1967-68--$67,647.84; 1968-69--$82,805.41; 1969-70--$84,665.15; and 1970-71--$77,629.00.

To discuss how such generally insufficient sums might be better distributed to achieve the purposes of the Department seems futile. Of the total alocated for 1970-71, $67,504.00 was unalterably committed to the tenured faculty and a secretary. The remaining $10,125.00 was allocated to supplies and other expenses ($2,125.00) and other personnel services ($8,000.00). Both of these allocations are grossly inadequate making consideration of any shifting thereof ludicrous. There seems to be only two ways out of the dilema--increase the budget or disemploy a couple of faculty members. The latter alternative is unacceptable for obvious reasons.

The matter of outside funds has been much more encouraging. The total amount has increased from nothing in 1966-67 to $318,394.00 in 1970-71. The 1970-71 total accrued from two major and four minor projects. We received $118,000.00 to conduct a National Institute for State Directors of Adult Basic Education and $105,000.00 for implementing a project to convert research findings to practice in adult basic education. The remaining $95,394.00 was received from a variety of sources to support an Institute for Correctional Educators, Institute for Educators of the Aged, Technical Assistance Program for the State Department of Education, and Internship Programs with the State Department and with the Federal Correctional Institution.

A study of the descriptive data revealed above re-emphasizes several problems identified earlier in this report. Extensive reliance on federal funds has resulted in substantive imbalance in the program. We are, if fact, quickly becoming a graduate program in ABE--a condition which is quite inconsistent with our self image and intent. Moreover, it has drained time and energy which could otherwise have been used to build a substantial and basic research effort.

Assuming that the Department will continue to have to rely heavily on outside funding in the foreseeable future, it is our plan to propose an effort which is consistent with where the Department ought to go, then put forth maximum effort to secure funding from outside sources. This is a departure from previous strategy which was essentially that of

proposing what a funding agency wanted with little concern for consistency with departmental mission. To form the new strategy, faculty members of the Department intend to go into retreat for one week, starting February 21.

ORGANIZATION AND ADMINISTRATION

The Department of Adult Education may be generally characterized as democratic in its organization and operation.

Although the Department has established formal means by which each segment may influence decisions, these do not supplant informal means. There is a constant flow of verbal and written communication among and between faculty members, students and staff. We believe this to be both desirable and feasible in a department of our size.

Most of the major policy decisions affecting members of the Department are made during bi-weekly, Monday morning meetings. Faculty and graduate students are invited to these meetings. Day to day decisions are handled either individually by the Department Head or collectively by specially convened faculty and student meetings.

Students may influence decisions in essentially two ways: first, they may be heard during bi-weekly, student--faculty meetings; second, they may furnish input via a five-member student advisory committee elected by members of a student operated Adult Education Club.

Staff members formally influence decisions through a monthly secretarial meeting chaired by one of the faculty members. These meetings are generally without formal agenda, thus offering opportunities for the staff to air greivances, make recommendations, etc.

The faculty furnishes input formally through bi-weekly meetings. In addition, the Department is so organized that the total administrative operation is subdivided and assigned to various faculty members. Obviously, the faculty member assigned to a given cluster of tasks has opportunity for considerable input into decisions that orbit those tasks. These administrative task clusters are enumerated below:

A. Tasks Assigned to the Department Head.

1. Overall responsibility for administration and implementation of policy.

2. Major responsibility for program promotion and recruitment of students.

3. Primary responsibility for securing outside funds for assistantships, materials, supplies, travel and communications.

4. Negotiations for and control of departmental budget.

B. Tasks Assigned to an Instructor Designated as an Administrative Assistant.

1. Monitor all grant and contract accounts.

2. Develop and prepare information for routine reports to administration and to outside agencies.

3. Maintain adult education materials in departmental library and vertical files, and initiate and process requests for additions to FSU library.

4. Monitor and report to faculty on the status and progress of graduate students.

C. Tasks of the Two Administrative Assistants.

1. Arrange schedule for graduate classes.

2. Process requests for course modifications and additions.

3. File and retrieve materials for annual and biannual reports.

4. Process routine correspondence and requests for information.

5. Maintain and control departmental publications and handouts.

D. Tasks of a Part-time Consultant.

1. Departmental relations (internal and external publicity).

2. Develop and edit departmental newsletter.

E. Tasks of the Associate Department Head.

1. Handle tasks of the department head in his absense.

2. Hire and supervise assignments of secretarial and clerical help.

3. Maintenance of staff morale.

4. Curriculum development.

5. Student involvement and representation on departmental committees.

6. Process and schedule off-campus courses.

F. Tasks of Associate Professor (1).

1. Responsibility for scheduling and conducting faculty and student meetings.

2. Development of new areas and activities to further goals of the Department, College and University.

G. Tasks of Associate Professor (2).

1. Responsibility for implementing policies on student admissions and allocation of student stipends.

2. Control of audio-visual equipment and materials.

The particular style used in administering the Department has strengths as well as weaknesses. On the plus side it does maximize involvement and keeps the faculty intimately aware of at least a segment of administration. This, we have found, makes the faculty somewhat more understanding and appreciative of the complexities of certain administrative decisions. There are problems, however. At times certain administrative tasks are slighted in favor of tasks with which the faculty member more closely identifies, e.g. teaching, research, etc. Secondly, virtually no time has been reserved for the faculty to speak among themselves. There are matters which concern the faculty alone. Under the present set-up these matters are only subjects of "corner" conversations among two or three faculty members at a time. Thirdly, the process often breaks down, particularly under the press of externally imposed criteria and deadlines. When this happens, what was conceived a democratic process is suddenly transformed into an autocratic process. Fourthly, in spite of good intentions, the diversity of contract commitments made to outside funding agencies which affect the faculty are not always communicated to that faculty. Quick response to the dollar has at times worked against involving the whole faculty in deciding what the nature of the response should be. Thus, decisions which affect faculty and the mission of the Department are not always opened as completely as they should be.

The problems enumerated above are of such concern to the faculty that a week in February has been set aside for a faculty retreat during which solutions to these and to other problems will be hammered out.

CURRICULUM AND INSTRUCTION

Courses of the Department are designed primarily for on-campus students pursuing master's or doctor's degrees in adult education. Two undergraduate courses have been constructed, primarily to serve undergraduates from other departments. These are 445--"Introduction to Adult Education" and 446--"Methods, Techniques and Materials in Adult Education".

Though our graduate courses have been designed for the on-campus degree student, they have been extensively transplanted to practically every county in the state; as part of the in-service program of teachers and administrators of adult education programs. From 1964 to 1970, 51 classes were taught off-campus with a total enrollment of 1,217 students. However, the onset of three additional graduate programs in the state has resulted in a sharp decline in this activity. We now offer an average of two or three courses off-campus a year.

The substantive courses that constitute our curriculum include: 545--"Adult Education in America", 546--"Learning in Adult Education", 547--"Organization and Administration of Adult Education Programs", 548--"Program Development and Evaluation of Adult Education Programs", 517--"Processes of Community Adult Education", 518--"Programs for Disadvantaged Adults", 550--"Consulting in Adult Education", 600 A,B,C--"Research Seminar", and 601 A,B,C--"Colloquium". In addition, students have an opportunity to enroll in 591 A,B,C,D--Directed Individual Study" and secure credit for the research they perform via 599--"Thesis" and 699--"Dissertation". Finally, the young inexperienced degree condidates are encouraged to participate in an internship arrangement for which credit is granted through 597--"Supervised Research" or 598--"Supervised Teaching".

Average enrollment in our substantive courses has remained relatively constant since 1967. The heaviest enrollments are typically found in 545, 546, and 518. During the 1970-71 academic year all three courses sustained average enrollments of either 20 or 21 students. Mid-range in enrollments are 517 and 548--the former averaged 13 students per class in 1970-71 and the latter averaged 16. The two courses which generally enroll fewest students are 547, with an average enrollment of 7 and 550 with average enrollment of 9. In addition, the series 600 A,B,C--"Research Seminar," serves approximately 30 students per year and the series 601 A, B,C--"Colloquium," typically serves 40 students per year.

Finally, 597--"Supervised Research" served 47 students a year, 598--"Supervised Teaching" served 16, and 699--"Dissertation" served 40.

The average enrollment figures enumerated above are, with one exception, adjudged realistic, based on size of the Department and what we know of student needs and course objectives. The exception is 547--"Organization and Administration of Adult Education Programs." This course is deamed to be one of the four core courses of the Department; yet typically enrolls fewer students than any couse offered. The particular career patterns in adult education appear to make sound the assumption that all graduates should be exposed to unique problemsencountered in organizing and administering adult education programs, yet less than half of our students are enrolling in a course designed to deliver such exposure. The problem is not yet fully diagnosed. It could be a matter of counseling students, course content, instructional style, course standards or all of these together. With the problem now recognized we plan to determine the cause and prescribe a remedy. By 1972-73 we expect an average enrollment of 15-20 students in 547--"Organization and Administration of Adult Education Programs.

Reference our two undergraduate service courses (445--"Introduction to Adult Education" and 446--"Methods, Techniques and Materials in Adult Education") we have been generally dissatisfied with their reception by other students in the University. In 1970-71, 445 received an average enrollment of 7 students and 446 was not offered for lack of interest. We have tried several strategies such as memorandums to counselors and department heads, announcements posted, etc., but to no avail. Alternatives now seem clear--either we reduce offering of service courses to once-a-year or convince colleagues in other departments of theCollege to require that their students receive some academic exposure to the field of adult education. We shall continue to try the latter, but if it does not succeed, then we will in 1972-73 offer service courses on a once-a-year basis.

In reference to off-campus course offerings, our efforts have greatly deminished since 1969. We plan even greater limitation of this effort. By 1973-74 we expect to be completely out of the business of taking graduate courses off-campus to service the certification and in-service educational needs of teachers and administrators. If needed resources are available by then we plan to supplant this effort with what we think is a more realistic effort--that of taking "drive-in" seminars and workshops to local systems. These seminars or workshops would allow for the direct definition, diagnosis and treatment of real practitioner problems under conditions of flexible time scheduling and college crediting.

Another of our intents is to continue moving in the direction of developing behaviorally specified capabilities. We are now engaged in a task analysis study involving former students. Information thus secured will be used to further our intent to behaviorize the curriculum.

One of the problems encountered in behaviorizing the curriculum for particular students has been the unwillingness or inability of students to decide early enough what professional roles they wish to play upon graduation. We are now experimenting with various strategies in the context of a problem seminar for new students with the hope that we can provoke exploration and effect early research problems and career commitments. Results of our strategies of last year are now being tabulated by a doctoral student. His findings will guide next year's efforts.

Still another problem encountered in behaviorizing curricula has been that of devising ways to deliver instructions which would permit exhibition of desired behavior under approximate "battle ground" conditions. In this regard, the Department of Adult Education has been experimenting with simulation gaming. One of its faculty members has developed a simulation-gaming device presently being perfected in the teaching of 548--"Program Development and Evaluation in Adult Education".

Finally, in this section, faculty members of the Department make note of the fact that average grades of its students have steadily increased over the past several years. During the same period, we notice improvement of instruction as judged by student evaluations. The most recent evaluation placed our faculty at the 85th percentile or better of all faculty evaluated in the University on most questionnaire items. We like to believe that the improvement of student grades is at least in part attributable to an improvement in our instructions.

PHYSICAL FACILITIES, EQUIPMENT AND SUPPLIES

The overall space and equipment available to the Department is judged adequate. We now have at our disposal two houses--one located at 920 West College and the other at 930 West Park. The latter was secured primarily to house operations of an Adult Education Research-Information Processing Center established in 1970 under grant from the United States Office of Education.

The two buildings combined furnish us with seven faculty offices, two research associate office and/or work rooms, a large secretarial office, a reproduction and assembling room, a seminar room and several storage closets. Seven of the

ten offices are occupied by more than one person. The average office measures approximately 130 square feet.

Some of our instruction is carried on in the seminar room at 930 West Park. The larger classes are conducted in one of the rooms in the College of Education Building. Both locations have been found acceptable. At times, however, classrooms assigned in the College of Education are larger than required. For example, in 1970-71, we utilized, on the average, only 31 percent of the capacity of rooms to which we were assigned in the Education Building.

Equipment consists of electric typewriters, casette recorders, tape recorders, video tape set, microfich reader, photo-copier, and mimeograph machine. All equipment is used extensively except the microfich reader. In case of the latter, full use is anticipated as soon as our supply of microfich cards is adequate.

Materials consist of approximately 1,000 volumes of faculty-owned books and periodicals made available to students. We also are in possession of several sound tapes, video tapes, kinescopes, and film strips. Expendable material such as paper, ink, clips, folders, etc. have been difficult to keep in supply. Our budget has generally been inadequate in this area.

There are really no major problems worthy of note with regard to facilities, materials and supplies. A few minor problems discovered include a mimeograph machine that seems to break down more often than it should, often resulting in excessive paper waste; housekeeping problems due to extensive reproduction, storage and mailing of Research-Information Processing Center Products; traffic jams in outer office, etc. It's anticipated that all of these minor problems can be handled easily within the next six months.

LIAISON WITH OTHER DEPARTMENTS OR COLLEGES

Liaison with other departments and colleges is both student and faculty generated. Our students seek out professors in other departments, consult with them and/or take their courses. Departments most frequently linked in this way are Sociology, Educational Research and Testing, Educational Foundations, Education Administration and Supervision, Higher Education, and the School of Business. Rapport thus developed often leads to selection of outside professors to serve on students' supervisory committees.

This whole process also works in reverse, that is, students from outside come to ask our guidance and enroll in our courses. In 1969-70, 81 students from other departments and colleges enrolled in our courses. Some of the more

notable linkages established in this way have been with the Library School, School of Social Welfare, and the Criminology Department. All of the student-generated liaison serves the student but perhaps more importantly it helps faculty and the Department to understand and to be understood, to feed and to be fed ideas, and to help and to be helped.

A second form of liaison is faculty generated. This may be initiated as a request for help in connection with some research or special developmental project. Several such instances took place last year. Gagne from Educational Research and Testing and Arreola from the Division of Instructional Research and Service were invited to act as resource people in a workshop for Academic Orthopaedic Surgeons. Additionally, Stakenas from the Division of Instructional Research and Service consulted in connection with our Research to Practice Project and in the conduct of our National Institute for State Directors. Faculty generated liaison also starts at times under less intending circumstances such as at the Dean's Christmas Party, at a Phi Delta Kappa meeting, at a Department Heads' meeting, etc. The Department is now carrying on a cooperative research effort with the CAI Center which grew essentially out of a spontaneous, unintending circumstance. The Department's linkage with the Educational Technology Center is still another instance of a non-deliberate effort to establish liaison.

We feel that the liaisons which have been established have, without exception, been mutually productive. The question we must explore is how we can discover and then achieve even more potentially productive linkages--how to discover and orchestrate all those resources of a university whose intent it is to strike similar cords. Adult education is by nature interdisciplinary. We need the resources of psychology, sociology, social psychology, anthropology, etc. We have established communication linkages with some of these disciplines within the University; others we have not. Some still resist our efforts to penetrate their boundaries with our students who need the knowledge only they can deliver.

Our goal is the addition of at least one department, center or institute per year to our list of units with whom we have concrete working relationships.

ROLE OF DEPARTMENT IN THE UNIVERSITY

We understand that Florida State University has charted a course which will emphasize increasingly its graduate training, research, and continuing education roles. This fits very well with what the Department has chosen as its mission. As mentioned earlier in this report, we are exclusively a graduate program which has a distinct and increasing research role to play. Moreover, continuing education is central to our

philosophy and thereby specifies the very reason for our existence as well as our mode of operation. We are in the business of preparing people to plan and perform the continuing education operation, both pre-service and in-service. It's conceiveable, therefore, that as Florida State University expands its continuing education function, the Department of Adult Education will be called upon to furnish training for those employed to fulfill the function.

Demand for graduates with bachelor's, master's or doctor's degrees in a variety of fields may rise or fall, but the demand for continuing education for those holding all degrees in all fields will not diminish. If the faculty of Florida State University is to embark on an extensive effort to satisfy such a demand, it must be educationally prepared because continuing education is different from degree oriented, preparatory education in both form and function. The faculty of the Department of Adult Education has the knowledge and experience to educationally prepare its fellow faculty in the University for the challenge of continuing education.

INVENTORY OF PROBLEMS AND SUGGESTED TIME FRAME

Recorded below in order of priority are some of the more crucial problems identified in process of this self-study.

Priority I

Problem

Imprecise statements of performance expected from students and graduates.

Analyses

Our instructional experiences, course and extra-course, are objectified at quite a general level. Moreover, the objectives of different instructional experiences do not always mesh to form a sequential set of steps leading to an integrated set of exit capabilities which can be objectively assessed. We have been struggling with this problem for some time. Availability of faculty time to grind out the task appears to be the major obstacle.

Plan

Secure an additional faculty position which would carry assistant professor rank. Man hours thus gained will be partially used to free all professors for a collective effort at removing the problem.

Time Frame for Enroute and/or Terminal Outcomes

1. An assistant professor will be added by fall of 1972.

2. All instructional experiences will be behaviorized and a universe of program-terminating capabilities operationalized by fall of 1973.

Priority II

Problem

Over representation of adult basic education research and service.

Analyses

Over representation has been largely due to the Department's readiness to respond to whims of funding agencies whose monies have been easily accessable. Our research and service efforts have been shaped externally. The Department must regain the initiative and shape its own research and service destiny.

Plan

Design a global departmental research effort which has balance and reflects more completely the interests of faculty and needs of the total field. This design will then be used as a basis for a global proposal to an outside funding agency or for a series of proposals to a number of outside funding agencies.

Time Frame for Enroute and/or Terminal Outcomes

1. Design for Departmental effort developed by September 1972.

2. Proposals for research and service completed by January 1973.

3. Secure funding by July 1973.

4. Reduction of ABE emphasis to 20 percent of total by 1974-75.

Priority III

Problem

Insufficient emphasis on experimentally designed developmental projects.

Analyses

Faculty members have not furnished the encouragement necessary for students to embark upon the awesome task of developing innovative treatments for real problems, then experimentally testing their effects. Moreover, the faculty has not served as a very extensive model in this regard. They, in large part, have not themselves been engaged in such activity. It is not lack of interest and capability among students and faculty so much as it is limitation of time and lack of clear expectation which gives reason to this problem.

Plan

Reorientation of the Department's external funding efforts described under Priority II is also expected to have impact in reference to this problem. In addition, faculty time for creative research efforts will be provided by securing grants from the University's Research and Instructional Improvement Counsels. Finally, our research seminar will be conducted in a way which implants the clear expectation that dissertations are to be couched in "real problems" and that theory should be used to formulate and test solutions to such problems.

Time Frame for Enroute and/or Terminal Outcomes

1. Submit two proposals to the University's Research and Instructional Improvement Counsels during 1972-73.

2. Reorient the research seminar to build in problem-centered, experimental research expectations, starting with the Spring Quarter 1971-72.

3. Twenty percent of our research production will be experimental-developmental in nature by fall of 1974.

Priority IV

Problem

Periodic breakdown of inter-deparmental communications.

Analyses

Breakdown, when it occurs, seems to be the result of crisis to crisis conditions under which the Department operates. Much of our behavior is crisis evoked by such things as budget cut-backs, discontinuation of outside contracts, reports required on short notice, etc. Unfortunately, many of the crises cannot be anticipated and thus avoided. Some, however, could be if a more deliberate attempt was made.

Plan

The aforementioned efforts to design an integrated research and service effort, then seek its funding should alleviate much of the problem.

Time Frame for Enroute and/or Terminal Outcomes

Faculty and students will recognize a reduction in instances of communication difficulties by the fall of 1973.

Priority V

Problem

Inadequate system for continuous recording of routine data.

Analyses

The Department is plagued continuously by report requirements from those inside and outside the University. Most of these reports require similar routine data for their compilations. As it now stands, these data are found in all forms and at different locations in our central filing systems or among the files of individual professors. To finally bring it all together in tabular form and to continuously record events as they occur would be helpful and time saving. All agree this should now be done. It was not done before because the faculty did not then recognize its importance.

Plan

A professor and secretary will be assigned the task of developing the system.

Time Frame for Enroute and/or Terminal Outcome

The new system will be in effect by the Spring Quarter of 1971-72.

Priority VI

Problem

Administrative decisions which affect departments are often made with insufficient departmental consultation or with insufficient consideration of information received through reports or consultation.

Analyses

Frequently extensive reports and/or plans are compiled and submitted by the Department which are seemingly ignored by administrative decision makers. This is both frustrating and time wasting.

Plan

Recommend that the College and the University only request information when they have a preccnceived and specific plan to use it for a specific decision. Also, departments whould not be asked to furnish several different offices the same general kind of information with the use of different formats.

Time Frane for Enroute and/or Terminal Outcomes

Problem should be resolved immediately.

Priority VII

Problem

Rising enrollment expectations with an already over-loaded faculty.

Analyses

Enrollment is expected to increase particularly in our upper division graduate program; which is the precise area that requires the greatest amount of faculty time. The average professor right now advises 22 doctoral students.

Plan

To add an assistant professor in Fall of 1973.

Time Frame for Enroute and/or Terminal Outcomes

Will be able to effectively handle enrollment by Fall of 1973.

Priority VIII

Problem

Insufficient enrollment in one of our graduate courses.

Analyses:

Cause is not yet determined.

Plan

Depending on cause, the aforementioned effort to behaviorize all courses should help.

Time Frame for Enroute and/or Terminal Outcomes

The course in question will enroll, on the average, 15 to 20 students by the 1972-73 academic year.

ERIC Clearinghouse
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